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ABSTRACT

Developed as a result of the project, Strategies for Linking Vocational Education Programs to Tribal Economic Plans, the guide contains information obtained from 20 tribes who are currently providing vocational education programs under the One Percent Set-Aside Federal Vocational Education funding, a program that provides the opportunity for Indians to tailor their vocational training programs to the human resource needs of the economic development of their tribes. The guide identifies tribally owned enterprises; projects tribal economic development and tribal vocational education programs; considers training in tribal economic plans, procedures used for determining future occupational and employment needs, outstanding features of existing linkages and obstacles that could hamper or prevent linkages; and recommends strategies for avoiding or overcoming obstacles to good linkages. Tribes represented include Papago Tribe, Salt River Pima-Maricopa Indians, Bay Mills Indian community, Mississippi Band of Choctaw Indians, Confederated Salish and Kootenai Tribes, Fort Belknap Indian community, Northern Cheyenne Tribe, Winnebago Tribe, Omaha Tribe, Reno-Sparks Indian Colony, Alamo and Ramah Navajo Bands of Indians, Seneca Nation, Devils Lake Sioux Tribe, Three Affiliated Tribes, Standing Rock Sioux Tribe, Turtle Mountain Band of Chippewa Indians, Kickapoo Tribe, Muckleshoot Indian Tribe, and Nooksack Indian Tribe. (ERB)

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STRATEGIES AND LINKAGES:

A Guide for Linking Vocational Education and Tribal Economic Planning

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Members of the Technical Advisory Committee reviewed the Reporting Schedule that was used to record information during the site visits, the report developed from the site visits, the draft outline for this guide, and the draft of the guide. The Technical Advisory Committee members were the following:

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CHAPTER 1. INTRODUCTION

Populations on Indian reservations are increasing each year due to the high birth rate and the creation of opportunities resulting from Federal programs and tribal economic development initiatives. Such programs and initiatives are retaining people who would have left the reservation, and are attracting many back to the reservation who had once left to seek employment in other areas.

Since the mid-1960s, the Federal Government has provided financial assistance to Indian programs. These investments, plus the assumption by the tribes of programs previously administered by the Federal Government, have increased opportunities to improve significantly the economic base and to reduce unemployment sharply.

But, despite the allocations of funds through numerous agencies and programs, the Indian unemployment problem has not shown commensurate improvement. Statistics gathered by the Bureau of Indian Affairs show that unemployment on reservations remains an average of seven times higher than the total United States rate. With an increasing reservation labor force, a static unemployment rate indicates some economic growth. But that growth offers little consolation in light of the immensity of unemployment and the static nature of other labor-related reservation statistics, such as earning power, job levels, and per-family income.

The current emphasis on Indian natural resource development should improve economic and employment prospects of the reservation even further. Yet, some fundamental problems need to be addressed before any measurable impact can be made on the unemployment rate. Chief among these problems is the absence of coordination between training and employment programs and the defined skills and labor market needs of the reservation.

A most important factor in tribal development, repeatedly expressed by elected officials and administrative leadership, is the reservation-based human resource pool. However, systematic programs to ensure the development of skills to meet the realistic needs of tribal community and economic development plans are often lacking. Tribal leaders and administrators, with proper planning and management tools, have a distinct opportunity to "guide" human resource development in the direction of defined tribal needs.

Overview of the Project

The One Percent Set-Aside Program for Indian Tribes and Organizations, authorized in the Vocational Education Title of the Educational Amendments of 1976, provides an opportunity for Indians to tailor their vocational training programs to the human resource needs of the economic development of their tribes.

A project, Strategies for Linking Vocational Education Programs to Tribal Economic Plans, was funded by the Office of Vocational and Adult Education, U.S. Department of Education, in October 1983, to provide information and training for the Indian tribes to encourage the linkages between vocational education and economic development.

Technical Advisory Committee

A Technical Advisory Committee was formed to assist project staff with the work of the project. Members of the Technical Advisory Committee were the following:

Richard J. LaFromboise, Tribal Chairman, Turtle Mountain Band of Chippewa Indians, and Chairman, Technical Advisory Committee

James Wahpepah, Tribal Chairman, Kickapoo Tribe of Oklahoma, and Vice-Chairman, Technical Advisory Committee

Kenneth D. Deane, Jr., Management Assistance Specialist, Three Affiliated Tribes

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Dr. Robert Swan, Vocational Education Project Director, Fort Belknap Education Department

The Technical Advisory Committee reviewed the Reporting Schedule that was used to record information during the site visits, the report developed from the site visits, the draft outline for this guide, and the draft of the guide.

Site Visits

To obtain information on linkages between vocational education and tribal economic planning, project staff visited 20 tribes that were currently providing vocational education programs under the One Percent Set-Aside Federal Vocational Education funding. It is important to note that economic development planning and linkages between vocational education and tribal economic planning were not part of the funding. The tribes visited were as follows:

The Papago Tribe of Arizona, Sells, Arizona

Salt River Pima-Maricopa Indian Community, Scottsdale, Arizona

Bay Mills Indian Community, Brimley, Michigan

Mississippi Band of Choctaw Indians, Philadelphia, Mississippi

Confederated Salish and Kootenai Tribes, Pablo, Montana

Fort Belknap Indian Community, Harlem, Montana

Northern Cheyenne Tribe, Lame Deer, Montana

Winnebago Tribe of Nebraska, Winnebago, Nebraska

Omaha Tribe of Nebraska, Macy, Nebraska

Reno-Sparks Indian Colony, Reno, Nevada

Alamo Navajo Band of Indians, Magdalena, New Mexico

Ramah Navajo Band of Indians, Pine Hill, New Mexico

Seneca Nation of Indians, Irving, New York

Devils Lake Sioux Tribe, Fort Totten, North Dakota

Three Affiliated Tribes, New Town, North Dakota

Standing Rock Sioux Tribe, Fort Yates, North Dakota

Turtle Mountain Band of Chippewa Indians, Belcourt, North Dakota

Kickapoo Tribe of Oklahoma, McLoud, Oklahoma

Muckleshoot Indian Tribe of Washington, Auburn, Washington

Nooksack Indian Tribe, Deming, Washington

Project staff interviewed tribal officials, tribal economic development planners, and/or tribal vocational education project directors at each site. Copies of economic development plans were obtained during the site visits.

Economic Plan Review

Information obtained from the site visits was compiled by project staff for an economic plan review. The report identified tribally owned enterprises, projected tribal economic development, tribal vocational education programs, consideration of training in tribal economic plans, procedures used for determining future occupational and employment needs, outstanding features of existing linkages, obstacles that could hamper or prevent linkages, and recommended strategies for avoiding or overcoming obstacles to good linkages. A brief overview of this information follows in Chapter 2.

CHAPTER 2. EXISTING LINKAGES

Successful linkages between tribal economic development plans and vocational education, identified at the twenty sites included in the project, are the result of several factors. Generally, the most outstanding features of linking strategies found were the following:

- Commitments from the tribal governing body for establishing linkages.
- Involvement of the tribal chairperson, tribal council, vocational education project director, economic development planners, supervisors of tribal enterprises, external economic development specialists and school boards in linkages.
- Priorities of the tribal governing body for required training for tribal employees.
- Priorities of the tribal governing body for OJT and job placement.
- Specific goals and objectives related to training/vocational education in the tribal economic plan.
- OJT and job placement through the tribal structure and/or tribally owned enterprises.
- Vocational education personnel included in the formal planning procedures.
- Widespread information dissemination through tribal briefings, meetings and gatherings, posters, flyers, newspapers, and radio announcements.

Examples of Current Successful Linkages

Tribal Commitment and Involvement

Of the 20 tribes that were visited, the ones with the most outstanding linkages are those whose tribal governing body is committed to establishing linkages by including vocational education plans in their Overall Economic Development Plans (OEDPs) and by involving vocational education directors and economic planners in the planning process. Some examples of successful linkages follow. See table 1 (pp. 6-9) for more examples.

- The **Mississippi Band of Choctaw Indians** has in place administrative policies and practices that ensure such linkages. One planned activity in the Work Program for 1983-1988 is that upon the completion of the educational assessment, requiring tribal educational administrators and vocational education administrators to exchange ideas regarding an interchange of programs and classes which will provide students with access to classroom and training situations geared to employment preparation.

TABLE 1

LINKAGES BETWEEN VOCATIONAL EDUCATION AND TRIBAL ECONOMIC DEVELOPMENT PLANNING

Tribe	Linkage Strategies	Persons Involved in Linkages
Papago Tribe of Arizona Sells, AZ	Formal: No mention of linkages to education and training in the sections entitled Development Strategy and Council Plan for Implementation of the OEDP. Informal: Structuring of the vocational education program to tie in with a tribal enterprise.	Manager of the Papago Construction Company (He was also the original director of the vocational education project who provided input into the development of the annual report, but was not a member of the OEDP Committee).
Salt River Pima-Maricopa Indian Community Scottsdale, AZ	Formal: No mention of education or vocational education in the Annual OEDP Report. Informal: Vocational education project director reports to the community manager. OJT assignments developed with community enterprises (e.g., the landfill operation). Placement of trainees with community enterprises (e.g., the landfill operation, the sand and gravel operation).	Although the vocational education director reports directly to the community manager, the vocational education project director has not been formally involved in the development of the OEDP.
Bay Mills Indian Community Brimley, MI	Formal: Vocational education director monitors the OEDP. Informal: Discussions between tribal planner and vocational education director concerning training needs for upcoming tribal projects.	Tribal planner and vocational education director.
Mississippi Band of Choctaw Indians Philadelphia, MS	Formal: Specific vocational education and economic development policy statements in a 5-year OEDP (1983-1988). Ten activities delineated in the work program. Specific interface objective in the work program. Formal meetings. Informal: Daily contact and informal meetings.	Tribal chief, coordinator of the standing committees of the tribal council, secretary of the tribe, supervisor of Chahta Enterprise, tribal economic development planner, planning officer, vocational education project director, a resource development specialist from Mississippi State University, an economic development planner, and a marketing analyst.

Table 1—Continued

Tribe	Linkage Strategies	Persons Involved in Linkages
Confederated Salish and Kootenai Tribes Pablo, MT	Formal: Long-and short-range goals in the tribal OEDP for vocational education. Informal: Periodic meetings between tribal planners and vocational education staff. OJT and permanent placement of vocational trainees through the tribe.	Tribal chairman, tribal council, community college president, vocational education director, ANA director, director of tribal health, director of tribal resources, education management and economic development consultants.
Fort Belknap Indian Community Harlem, MT	Formal: OEDP goals for community and human services that include education. Informal: Information exchange.	Tribal planners and education department representatives.
Northern Cheyenne Tribe Lame Deer, MT	Formal: Major goal for employment included in the ANA proposal for the tribe to pursue strategies to develop off-reservation employment and training for tribal members. Community surveys and follow-up studies. Informal: Information exchange.	Tribal administrative assistant and career education specialist.
Omaha Tribe of Nebraska Macy, NE	Formal: Ten major goals for education and manpower/training included in the Tribal Three-To-Five-Year Strategic Plan (1981). Omaha Tribal Council committed to hire 65 percent of all graduates of the Omaha Vocational Education Program over the next 3 years. Survey of present and projected labor needs. Informal: Meetings and information exchange.	Tribal chairman, tribal council, tribal planners, agriculture development director, enterprise specialist, vocational education director, Classic Car sales director, consultants, BIA representatives.
Winnebago Tribe of Nebraska Winnebago, NE	Formal: Consideration of employment, training, and education in the CEDP. Tribal council meetings. Resource and Development Committee meetings. Community college staff and tribal planners meet regularly. Informal: Tribal briefings on proposed projects and initiatives. Meetings with BIA staff and community college personnel.	Tribal chairman, tribal council, community college president, dean of instruction, director of resource and development, director of basic education program, economic development consultants.

Table 1—Continued

Tribe	Linkage Strategies	Persons Involved in Linkages
Reno-Sparks Indian Colony	Formal: Specific education plan included in OEDP. Annual update of OEDP. Annual demographic surveys. Master list of K-12 students. Vocational education project director required to serve on OEDP Planning Committee. Commitment to hire tribal members to manage and work in tribally owned businesses and future businesses. Informal: Meetings and information exchange.	Tribal chairman, tribal council, tribal planner, manpower coordinator, vocational education director.
Alamo Navajo Band of Indians Magdelena, NM	Formal: Specific employability/employment development goals in the OEDP. Informal: Meetings, discussions.	Chapter officers, vocational education project director, members of private industry council, CETA-JTPA personnel, a third-party evaluator.
Ramah Navajo Band of Indians Pine Hill, NM	Formal: Education and economic development policy statements, with specific goals and objectives, in the CEDP. Informal: Meetings; promotion of entrepreneurship in agriculture and small business.	Chapter officers, tribal council representative, vocational education project director, development director, Ramah Navajo School Board, Inc. representatives.
Seneca Nation of Indians Irving, NY	Formal: Policy statements on education and economic development in the CEDP. Development of a planning board. Informal: Small, staffing-type meetings.	SNI president, SNI treasurer, director of planning, EDA executive director, EDA planning director, education director, vocational center program manager.
Devils Lake Sioux Tribe Fort Totten, ND	Formal: Goals for industrial development, business development, and education and training in the OEDP. Community college institutional goals for vocational education related to employment needs. Council resolution requiring appropriate training through community college for tribal employees. Informal: Meetings, discussions.	Tribal chairman, tribal council, planning department representatives, Devils Lake Sioux Manufacturing representatives, social service representatives, BIA department representatives.

Table 1—Continued

Tribe	Linkage Strategies	Persons Involved in Linkages
Three Affiliated Tribes, Fort Berthold Reservation New Town, ND	Formal: Community college participation in tribal planning meetings. Economic employment development officer is member of the community college board of directors. Informal: Discussions, telephone meetings.	Tribal planner, economic employment development officer, community college board, CETA, JTPA, and NAPSIP staff.
Standing Rock Sioux Tribe Fort Yates, ND	Formal: Eight goals and objectives in the education section of the OEDP. Informal: The president of the college to meet with the tribal council. Advisors from the community college to meet with the economic development committee.	Tribal chairman, Standing Rock Planning Staff, planning director, tribal council, Bureau of Indian Affairs representatives, EDA regional planning personnel, community college personnel.
Turtle Mountain Band of Chippewa Indians Belcourt, ND	Formal: Major goals specified in OEDP for education and for industrial and community development. Development of a planning committee. Informal: Meetings, discussions.	Tribal chairman, plant manager—Turtle Mountain Manufacturing, economic development planners, JTPA director, TWEP director, community college representatives.
Kickapoo Tribe of Oklahoma McLoud, OK	Formal: Personal research conducted by vocational education project director. Informal: Personal relationships developed by vocational education project director with personnel directors of local industries.	Vocational education project director, consultant for community economic and industrial planning, tribal vice-chairman, tribal secretary, tribal business committee.
Muckleshoot Indian Tribe of Washington Auburn, WA	Formal: Tribal OEDP concentration on occupational training for placement in tribally initiated and controlled jobs. A specific management plan in place. Informal: Meetings and gatherings. Information dissemination through monthly tribal newsletter, flyers, posters, radio announcements.	Tribal executive director, planning director, tribal marketing specialist, vocational education director, VTE liaison officer, acting tribal TERO officer.
Nooksack Indian Tribe Deming, WA	Formal: Employment, training, and education goals included in a community development program. Informal: OJT placements in tribal businesses. Coordination of all employment and training funding and activities.	Education planner, education director, vocational education coordinator.

- The **Omaha Tribe of Nebraska's** tribal leaders hold weekly meetings and small group discussions with education personnel. In the Tribal Three-To-Five-Year Strategic Plan, there are ten major goals for education and manpower/training.

- At the **Reno-Sparks Indian Colony**, the council requires the vocational education director to serve on the OEDP Planning Committee.

- The Turtle Mountain Community College president is the education representative for the **Turtle Mountain Band of Chippewa Indian's** OEDP Committee that serves as a policy-making and technical advisory committee. The tribal planners also utilize community members as advisors to the economic planning development, which builds more linkages.

- The **Three Affiliated Tribes** has a representative from the Fort Berthold Community College participate in planning meetings. The economic employment development officer is a member of the college board of directors.

Consideration of Training in Tribal Economic Plans

Some of the 20 tribes included in this study emphasize training and/or vocational education in their economic development plans. Some of the tribes visited include consideration of education without specific reference to training and/or vocational education in their economic development plans. This information was not available on some tribes. The following examples reflect consideration of training in tribal economic plans.

- The **Seneca Nation of Indians** has a 4-year comprehensive plan developed in 1980 and updated annually, that lists specific objectives and activities for each of the goals and policies of the policy plan. The plan emphasizes eight areas, one of which is education. The major goal for education is to develop an education program which will improve the education level of the Seneca people and enhance each individual's self-image while helping him/her attain his/her highest potential. The Seneca Nation Vocational Center evolved from this goal. It offers programs in electricity, plumbing, welding, secretarial skills, masonry, and carpentry. The Senecas also utilize the Erie Community College for an abbreviated Business Administration Program that provides students with a fundamental understanding of the operation and management of a small business enterprise.

- The **Mississippi Band of Choctaw Indians** prepared a 5-year OEDP in September 1983, that described the major accomplishments of the tribe from 1979 to 1983 as related to both community economic development and business-industry development. Further, this plan delineates the objectives, goals, and future projects for 1983-1988. It calls for the following activities:

  1. Develop a more comprehensive form of total education offering a variety of preparatory subjects and objectives to all tribal members. Equalize education impetus on higher education and vocational education.

  2. Continuously upgrade the education system to prepare students for the changing society in which we live.

  3. Based on the technological changes that are taking place in the labor market, vocational education needs to place emphasis on training people for high-technology employment to enable the tribal labor force to meet future demands.

4. Create a program to subcontract with high-tech industries or other educational institutions that have the capacity to provide high-tech training on the reservation utilizing present facilities.

5. Develop an interface program between vocational education and health care fields to provide a higher level of expertise in these areas.

This tribe utilizes a survey, Analysis of the Labor Market on the Mississippi Choctaw Indian Reservation, prepared by Mississippi State University in September 1983 to determine present and future employment opportunities. All employees, both on and off the reservation, were surveyed. This survey is used by the vocational education staff to plan the curriculum that includes building trades, small business management, secretarial/clerical training, electronics, and basic-skill-manpower that focuses on remedial math and English. These skills, in turn, provide employment opportunities with the Choctaw's five major employers: Choctaw Greetings, Chahta Wire Harness, Chata Development, the BIA and the tribe. Planned activities included in the work program for 1983-1988 are the following:

1. Integrate training course offerings by vocational education, high school, and health programs, exposing tribal members to a wide variety of possibilities at a low operating cost.

2. Upon the completion of an educational assessment, require tribal education and vocational education administrators to exchange ideas relating to an interchange of programs and classes geared to employment preparation.

3. Incorporate a computer science program, employability training, a college preparatory program (entrance test, knowledge of concentration areas, and survival in academic environments), and high-tech fields in the high schools.

4. Seek funding for additional high-tech training and supplements to current facilities.

5. Establish contractual relationships with private institutions and corporations for such training.

- The **Confederated Salish and Kootenai Tribes'** OEDP, updated in the spring of 1983 by the Flathead Planning Project, comprehensively addresses needs and priorities in the area of vocational education. The overall goal of this project is to help improve the economic and living conditions of the Indian populus within the Flathead Reservation including employment opportunities, business opportunities, housing, education, health and welfare. The long- and short-range goals delineated in the OEDP focus directly and indirectly on the improvement of vocational education opportunities for the people of this reservation. One long-range priority is to cooperate in the development of programs which cover such areas as housing, vocational education, secondary education, community development, health and welfare. The OEDP recommends the following specifically:

  1. Develop a community college curriculum based on needs.

  2. Implement agricultural activity at the college.

  3. Use tribal employees as an extension of college faculty (the Flathead Community College draws from local people to advance business skills).

The responsibility for education and training on this reservation is shared by both tribal developers and vocational education personnel.

- The **Alamo Navajo Band of Indians** has a 2-year economic plan that was prepared in 1983. This plan will be revised on an annual basis in conjunction with submission of the annual training plan for vocational education that is to be written by the vocational education project director with input from members of the Private Industry Council and a third-party evaluator. In the section of the plan describing skill shortage occupations, it was noted that there is constant and increasing pressure to generate competent clerical and secretarial workers for Alamo Navajo School Boards, Inc. (ANSB), and the demand for such skills is expected to continue, particularly as new school construction is anticipated. A list of area employment needs was included in the economic plan. According to the Evaluation Report—Project Year Two, prepared by Charles A. Bleskan, "Coordination and linkages have increased the program's resources, the number of job opportunities for training participants, the trainees' belief in their own work skills and abilities, and the demands on already strained ANSB administrative systems." In addition, a list of occupational skill areas that have shortages was outlined.

- The **Standing Rock Sioux Tribe** lists specific objectives, goals, policies, and activities in its 1980 OEDP. The main goal for education and training is to improve the overall availability and quality of education for their tribal members. In the OEDP's education section, eight goals are stated. The goals relating to vocational and adult education are as follows:

  1. Provide a total community education system that includes programs for all age groups from early childhood to adult.

  2. Develop skills so the individual can be employable.

  3. Develop a realization that education is a process in acquiring employment.

  4. Provide an educational system that will encourage the Indian students to become aware of education's continuing role throughout life.

  To attain these goals, Standing Rock utilizes Bismarck Junior College, Mary College, University of North Dakota, and North Dakota State University; however, Standing Rock Community College is the institution of major responsibility. Its advisors meet with the economic development committee, and the college president meets with the tribal council. From these meetings has emerged the basic curriculum that includes criminal justice, human services, and small business administration.

  The OEDP plans for expansion of vocational training through the college in agricultural science and management skills in the ranching sector. The school's agricultural development includes two basic training paths: a 2-year "model farm" skills certificate and an adult farm management program.

  Vocational education came about as a result of the economic plan which involved farm and ranch community members. The college is studying other areas of tribal development where critical management and labor skills may be needed. The community college stands ready to assist the development of a value-added project.

- The **Omaha Tribe of Nebraska** has a 5-year plan, prepared in 1981 and entitled Tribal Three-To-Five Year Strategic Plan. This plan is updated every two years to assist in tribal development. One of the eight categories addressed by the plan is manpower/training. Within the category of manpower/training are ten major goals. Two of these goals link vocational education with tribal economic development planning:

  1. Provide a comprehensive career capability that links education, training, and placement while developing career ladders for both on-reservation and off-reservation employment.

  2. Systematically tie education and training curricula to economic and agricultural development plans of the tribe.

  The strategy for achieving these goals was placed on a time frame of immediate action, which includes completion of a labor and skills inventory on the reservation; 1 to 2 year objectives, that include upgrading the high school, mixing curriculum with vocational education and local economy courses, and completing a tribal manpower and training plan with linkages to tribal government and economic development initiatives; and finally, 3 to 5 year objectives, that include the establishment of a career center for counseling, testing, training, and referrals, providing training programs on-site to serve tribal service programs and enterprises, and providing a job-matching system for on- and off-reservation employment opportunities.

- The **Winnebago Tribe of Nebraska** Comprehensive Plan was prepared in 1982. This plan is an 18-year plan to be updated every 6 months to accommodate changing Federal and State legislation that would correspond with changing tribal priorities. The current economic plan was prepared with input from the tribal chairman, the entire Winnebago Tribal Council, community college president, dean of instruction, director of program operations, BIA superintendent, and tribal people. One of two long-range goals is the achievement of relative economic and social independence by the year 2000 through the development of natural and human resources. This goal is to be achieved by appropriate community college training programs that will be designed to meet emerging jobs and upgrade skills for agricultural enterprise. The goal will also be met by examining unemployment levels, available skills, available vocational resources, the potential for strategy success-market complements to existing and emerging initiatives, and long-term career employment potential in various skill areas, and then by responding to the evolving economic situation with vocational planning.

- The **Muckleshoot Indian Tribe of Washington** utilizes a 3-year plan called the Muckleshoot Vocational Education Program, which was prepared in 1983 and is updated annually. The program proposes to provide occupational training to 120 Indians over a 3-year period, which will lead to preferred job placement in nonsubsidized, tribally initiated economic development enterprises.

Establishment of Vocational Education OJT Placement Network

The establishment of an on-the-job placement network is an important factor in the economic development of several tribes. On-the-job training that is linked to tribal economic development provides workers with training for a specific tribal enterprise. Once the training has been completed, these workers are prepared to assume employment on or off the reservation. Some examples of OJT placement networking are described below.

- The **Salt River Pima-Maricopa Indian Community** provides on-the-job training with their landfill operation. This operation processes approximately 1000 tons of garbage per month from Scottsdale, Mesa, and Tempe using a 15-member labor force. Thirty-six vocational education students have been placed with the landfill operation and with a local private firm.

- The **Nooksack Indian Tribe** has linked on-the-job training with vocational education. Small retail business management courses are taken at the community college as the students receive on-the-job training at tribal businesses. These businesses include a liquor store/smokeshop, a grocery store/gas station, and an equipment rental store.

- The **Muckleshoot Tribe** provides vocational education and job placement through a state certified training institution, Renton Vocational Technical Institute. Each year, 54 tribal members receive training for clerical, electronics, machinist, secretarial, drafting, data processing, automotive, and forestry occupations. Job placement is achieved with the help of the training instructors who assume responsibility for the placement of Indian participants. The vocational education program leads to preferred job placement in nonsubsidized, tribally initiated economic development enterprises.

- The **Papago Tribe of Arizona** has developed an apprenticeship program approved by the Arizona State Apprenticeship Board. The students obtain on-the-job training with the Papago Construction company and accumulate hours toward union certification. All of the instructors are union journeyworkers. The apprenticeship program currently has 12 trainees in electricity, 9 in plumbing, 30 in masonry, and 23 in carpentry. The current manager of the Papago Construction Company, who was also the original director of the vocational education project, works closely with the vocational education project director in providing the on-the-job training component of the vocational education program.

- The **Northern Cheyenne Tribe** has made agreements with the Montana Apprenticeship and Training Programs to ensure tribal participation in these programs. To date, 4 Northern Cheyenne have become journeyworkers and 12 are in apprenticeship positions.

- Training and job placement for both on-reservation and off-reservation employment is emphasized in this goal of the **Devil's Lake Sioux Tribe**: to provide vocational education in keeping with local employment need, yet of such quality that the student is not limited to local employment only. The Little Hoop Community College provides training in various programs. In the past 3 years, 380 students have been enrolled in courses averaging 7 months. A recent survey of these students indicated 75 percent are working directly in the area of their training, 5 percent in related fields, and 20 percent are unemployed, but seeking positions.

- The **Mississippi Band of Choctaw Indians** had an objective in an earlier plan (1967-1972) to establish a close working relationship between vocational education and private training institutions to provide placement of laborers directly into full-time permanent jobs through the interfacing of training and business development. In the achievement of this objective, the five major employers (Choctaw Greetings, Chahta Wire Harness, Chata Development, the BIA, and the tribe) were utilized. The total employment number for these organizations is 1,137. Of this number 73 percent of the employed are Indians.

Vocational Education Project Director Contacts

Existing linkages are seen in the following examples of vocational education project director contacts.

- Although not formally involved in the development of the Community Economic Development Plan, the **Salt-River Pima-Maricopa Indian Community's** vocational education project director works with tribal enterprises; specifically, the landfill and sand and gravel operations placements and OJT. The director reports directly to the community manager. Through this combined effort of personnel, a training program in heavy-duty construction equipment operations is underway.

- The **Nooksack Indian Tribe** considers the vocational education staff as part of the schematic staff structure of the tribe. The vocational education supervisor reports directly to the business manager who in turn reports to the council. The Nooksack Tribal Council has also created a Parent Education Committee that has advisory and approval duties and responsibilities for education, including vocational education. Other contacts are with the Whatcom Community College, Lummi Indian Community College, and Western Washington University. (See table 1, pp. 6-9, for more examples.)

Continuous Effort to Place Students in Suitable Jobs

Most tribes make a continous effort to place students in suitable jobs. The vocational education directors are involved in job placement for many of the tribes in the study.

- The vocational education director for the **Omaha Tribe** compiles a list of job opportunities and a list of the present labor pool to fill these jobs. The tribe provides placement service and manpower training service. They consider placement in the field of training and retention to be the measure of success for the vocational education program.

- The **Salt River Pima-Maricopa Indian Community** has developed a program whereby those students who are placed in a job before completing their training are awarded a certificate of completion. The training involved in this example is a yearlong heavy machinery course.

- The **Bay Mills Indian Tribe** meets with the Upper Penninsula Regional Planning and Development Office to discuss what trainee slots will be open for the upcoming year.

- The **Nooksack** tribal job developer maintains a job bank and refers tribal members to jobs. The Nooksack tribal job developer also utilizes the Western Washington Indian Employment and Training Program (a group of seventeen recognized and unrecognized tribes in western Washington) as a source for employment and training.

Tribal Employment Rights Office

A Tribal Employment Rights Office (TERO) licenses businesses on reservations, requires Indian preference for employment, and provides employment referral services. TERO requirements on the Northern Cheyenne Reservation are clauses in a tribal contract calling for Northern Cheyenne preference for subcontracting Seven Northern Cheyenne subcontractors have been

operating during the past three years. Agreements with Montana Power Company require equitable percentages of Cheyenne employment. One hundred forty-seven Northern Cheyenne are employed with Montana Power Company in Colstrip, Montana (20 miles southwest of the reservation), and more than 180 have been employed with Atlantic Richfield Company.

The TERO at the Three Affiliated Tribes has an agreement with the Great Plains Gasification Plant whereby the tribe receives a 48-hour advance notice before hiring is done. This has resulted in employment for 24 tribal members.

Dissemination of Information/Formal and Informal Communication Channels

Tribal and vocational education news is included in tribally published newspapers along with job announcements and vocational education curriculum offerings. Other means of disseminating information are tribal meetings, personal contacts, community meetings, posters, fliers, television, radio, and informal meetings and telephone conversations between planners and vocational education directors.

Support of Surrounding Community

The **Mississippi Band of Choctaw Indians** has obtained the support of the surrounding non-Indian community. The Mississippi Choctaw became the first Indian tribe to construct an industrial building using State industrial development revenue bonds. Since legislation (Indian Tax Status Act, 1982) did not allow tribes to issue such bonds directly, the industrial park had to be leased to the City of Philadelphia, Mississippi, and then leased back to the tribe and its corporate partner so that the city could issue the bonds. A further demonstration of the cooperation between communities is that the Mississippi Band of Choctaws has made it a policy to allow between 20 and 30 percent of its enterprise employment to be given to non-Indians. Chief Phillip Martin in his testimony to the Presidential Commission on Reservation Economies on December 8, 1983 said that without the cooperation of the state and Governor of Mississippi, and our non-Indian neighbors in Neshoba County and the city of Philadelphia, the rapid growth of the Mississippi Choctaw's industrial endeavors would have been impossible.

Evaluating Linkages

The mechanisms which were used to evaluate the success of linkages are as follows:

- Entrance of students into vocational education programs
- Provision of OJT programs
- Program completion rate
- Employment rate for students
- In a few instances, utilization of third-party evaluators

Obstacles That Could Hamper or Prevent Linkages

Obstacles, identified by vocational education staff and economic development planners at the 20 sites in this project, that could hamper or prevent linkages between vocational education programs and economic development planning center around *communication*, *commitment*, *cooperation*, and *cash*.

Among the specific obstacles identified were the following:

- Poor communication between vocational education and economic development planning
- Lack of commitment from some tribal councils
- Reluctance to look at long-term education and training needs
- Lack of cooperation, knowledge, availability of expertise and experience
- Administrative structure of tribes
- Lack of funding, cash flow, working capital, and resources
- Lack of continuity in tribal administrative leadership and vocational education/training personnel caused by elections, transfers, overall changes in programs and tribal politics
- Lack of employment opportunities
- Premature placement of students
- Distances involved
- Language differences
- Surrounding economic conditions
- Inadequate transportation

Recommended Strategies for Avoiding or Overcoming Obstacles to Good Linkages

Based on the information provided earlier in this chapter, the following strategies are recommended for avoiding or overcoming obstacles to good linkages between vocational education and economic development planning:

- Formalize communication links between vocational education and economic development planning through specific goals and objectives.
- Include vocational education personnel in the planning process.
- Obtain a commitment to linkages from the tribal chairman and the tribal council.
- Establish formal communication procedures.

- Encourage frequent informal contacts.
- Obtain specific information from tribal members and current and potential employers to enable tribal government and tribal members to see the long-term benefits of linkages between vocational education and economic development planning.
- Respect cultural environmental concerns.
- Share available information widely (tribal government, tribal managers and administrators, tribal members).
- Monitor funding sources so that changes in legislation, regulations, and timing of project awards can be identified early.
- Develop good human relations contacts with leaders of the surrounding community to enhance economic development through business loans, leases, joint ventures, and other types of cooperative arrangements, as well as placement opportunities for vocational education students.

CHAPTER 3. STRATEGIES AND LINKAGES MODULES

The information included in the guide is based on information from the 20 sites visited, on suggestions made by the Technical Advisory Committee and the project officers, and on the research from the professional literature.

The six modules are as follows:

1. Step-by-Step Approach to Linking Vocational Education and Economic Development Planning
2. How to Develop Strategies for Building Linkages between Vocational Education and Economic Development Planning
3. How to Establish and Maintain Linkages between Vocational Education and Economic Development Planning
4. How to Forecast for Needed Occupations
5. How to Build Linkages
6. How to Evaluate the Success of Linkages and Keep Linkages Up-to-Date

Users of the training modules may choose to complete the modules in the order in which they are presented, or, depending on previous experience, may elect to complete the modules that are most useful to the local situation.

Attaining the competencies suggested in the modules will provide the user with information needed to approach funding agencies and to obtain placements.

Overview of Training Modules

Competencies for each of the six training modules were derived from the information obtained during the site visits.

Each module is directed toward attaining a competency or terminal objective. Each module also contains several enabling objectives leading toward attainment of the terminal objective.

Learning activities are provided for each enabling objective. Worksheets are provided for many of the learning activities. An evaluation checklist is provided for users to determine whether they have attained the competencies included in each module.

Resources for all six modules are provided in the Appendices.

MODULE 1

STEP-BY-STEP APPROACH TO LINKING VOCATIONAL EDUCATION AND ECONOMIC DEVELOPMENT PLANNING

This module contains three learning activities designed to assist in reaching the terminal objective: *to initiate a step-by-step approach to linking vocational education and economic development planning*. Two worksheets are included in the learning activities. Resources are provided in the Appendices. The enabling objectives are as follows:

1. Know the current tribal structure.
2. Know the current tribal officials and employees and the responsibilities of each as related to vocational education and economic planning.
3. Formalize commitment to linkages from the tribal council.

ACTIVITY 1.1: KNOW THE CURRENT TRIBAL STRUCTURE

This activity addresses objective one: know the current tribal structure. Organization, election procedures, constitution, and other features may be unique to a specific tribe. This information may already be known. However, if the user is not aware of any or some of the structural organization, procedures, and documents, Worksheet 1.1 may be used as a guide to follow in gaining this knowledge.

WORKSHEET 1.1: CHECKLIST FOR DOCUMENTS

Check the appropriate spaces as the task is completed. If the listed items are not a part of your organization, check the DNA column, for *Does Not Apply*.

Title	Obtain	Read	File	DNA
Tribal constitution	___	___	___	___
Tribal by-laws/ordinances	___	___	___	___
Tribal resolutions	___	___	___	___
Socio and Economic Development Strategies (SEDS)/Administration for Native Americans (ANA)	___	___	___	___
Overall Economic Development Plan (OEDP)	___	___	___	___
Comprehensive Economic Development Plan (CEDP)	___	___	___	___
Vocational education program	___	___	___	___

Others (list)

_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

ACTIVITY 1.2: KNOW THE CURRENT TRIBAL OFFICIALS AND EMPLOYEES AND THE RESPONSIBILITIES OF EACH AS RELATED TO VOCATIONAL EDUCATION AND ECONOMIC PLANNING

This activity has two components: (1) a sample schematic showing the organizational structure of the tribe that indicates where vocational education fits in the tribal structure, and (2) a worksheet listing of positions and responsibilities of the identified officials and employees. Use component one (as illustrated in figure 1), or devise a chart that relates more closely to the structure of the specific tribe.

Component two is a guide for identifying individuals in those positions shown on component one, or the tribe's own organizational chart, and the responsibilities of each as related to vocational education. Complete Worksheet 1.2 with positions and the names of those individuals holding these positions.

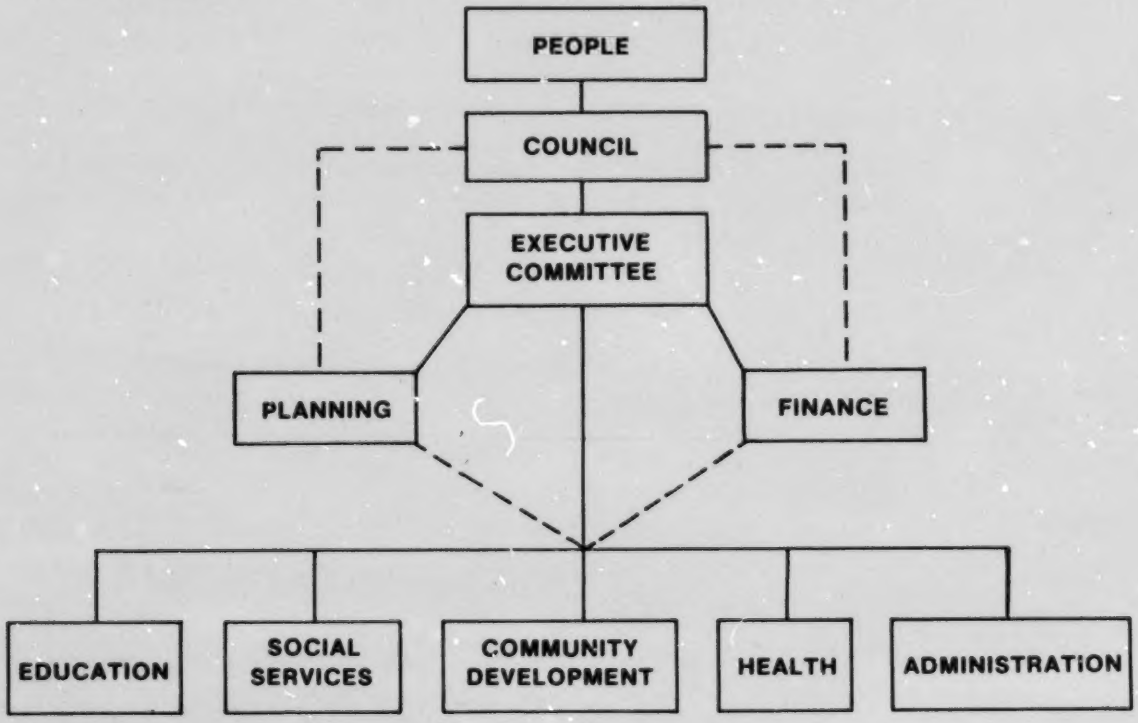

Figure 1. Sample schematic for tribal organization structure

WORKSHEET 1.2: KNOW THE CURRENT TRIBAL OFFICIALS AND THEIR RESPONSIBILITIES

This worksheet provides a guide to follow for completing objective two: know current tribal officials and the responsibilities of each as related to vocational education and economic planning. Begin by checking those that apply. Refer to sources such as the tribal constitution used in Worksheet 1.1, obtain job descriptions, or arrange interviews with the persons identified.

Position	Name	Responsibilities
Tribal chairperson, president, governor, chief	_____	_____
Tribal planner	_____	_____
Tribal administrator	_____	_____
Tribal secretary	_____	_____
Tribal council members	_____	_____
Vocational education director	_____	_____

Worksheet 1.2—Continued

Position	Name	Responsibilities
Community college president		
Career education specialist		
Tribal administrative assistant		
Development director		
Education specialist		
Enterprise director		
Other (list)		

ACTIVITY 1.3: FORMALIZE COMMITMENT TO LINKAGES FROM THE TRIBAL COUNCIL

Have a resolution passed committing the tribal council to linking vocational education with tribal economic development planning.

This objective may be achieved, in most cases, by having the tribal chairperson introduce the resolution. Areas considered in the resolution could be the following:

1. Inclusion of vocational education goals and objectives in the OEDP
2. Inclusion of vocational education in grant applications or proposals
3. Participation of the vocational education director on the economic development planning committee
4. Inclusion of a tribal council representative on the vocational education advisory group
5. Inclusion of an economic planner on the vocational education advisory group

Refer to table 1 (pp. 6-9) in Chapter 2 of the guide for other possible commitments.

Evaluation Checklist: Module 1

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	**Poor**	**Fair**	**Good**	**Excellent**
To obtain the current tribal structure,					
• I obtained, read, and filed tribal documents	___	___	___	___	___
To identify the current tribal officials and employees and the responsibilities of each as related to vocational education and economic development planning,					
• I devised a chart for showing administrative authority	___	___	___	___	___
• I identified individuals filling positions listed on the organizational chart	___	___	___	___	___
• I described the job responsibilities of these individuals	___	___	___	___	___

To formalize commitment to linkages from the tribal council,

- I initiated the resolution formalizing linkages between vocational education and tribal economic development planning ..... ___ ___ ___ ___ ___

MODULE 2

HOW TO DEVELOP STRATEGIES FOR BUILDING LINKAGES BETWEEN VOCATIONAL EDUCATION AND ECONOMIC DEVELOPMENT PLANNING

This module contains four learning activities designed to assist in reaching the terminal objective: *to develop strategies for building linkages between vocational education and economic development planning*. Two worksheets are included in the learning activities. Resources are provided in the Appendices. The six enabling objectives are as follows:

1. Identify needed linkages within the tribe.
2. Identify needed linkages with other agencies and enterprises.
3. Identify specific individuals who can assist in building linkages.
4. Develop specific goals and objectives for building linkages.
5. Contact tribes with successful linkages.
6. Monitor funding sources.

ACTIVITY 2.1: IDENTIFY NEEDED LINKAGES AND SPECIFIC INDIVIDUALS WHO CAN ASSIST IN BUILDING LINKAGES

Worksheet 2.1 provides a checklist for identifying the needed linkages for a tribe or organization. The worksheet is set up in three sections: within the tribe; State level; and National level. Possible categories of needed linkages are listed on the left-hand side of the worksheet. Examine the categories listed and check the ones that are appropriate for the tribe or organization. Then go back through the categories and write in the position titles that apply to each category. For example, under the category of "elected tribal officials," write in tribal chairperson, president, governor, or chief; other officers; council members; or whatever positions are used by the tribe. Do this listing of position titles for each category that is checked as appropriate for the tribe.

Then, on the right-hand side of the worksheet, write in the names of the persons who hold the positions that are listed on the left-hand side of the worksheet.

When the worksheet is completed, three of the enabling objectives for this module will have been met:

- Identify needed linkages within the tribe.
- Identify needed linkages with other agencies and enterprises.
- Identify specific individuals who can assist in building linkages.

WORKSHEET 2.1: IDENTIFY NEEDED LINKAGES AND POTENTIAL LINKERS

Needed Linkages	**Potential Linkers**
Check all that apply and write in position titles.	Write in names.

Within the Tribe

___ Elected tribal officials

_____	_____
_____	_____
_____	_____

___ Vocational education personnel

_____	_____
_____	_____
_____	_____

___ Economic development planners

_____	_____
_____	_____
_____	_____

___ Tribal enterprise personnel

_____	_____
_____	_____
_____	_____

___ Tribal boards and committees

_____	_____
_____	_____
_____	_____

___ Tribal training personnel other than voc. ed. (JTPA, TWEP, SEDS/ANA, TERO)

_____	_____
_____	_____
_____	_____

___ Support services providers (education, health, human services, etc.)

_____	_____
_____	_____
_____	_____

Worksheet 2.1—Continued

Needed Linkages	**Potential Linkers**
Check all that apply and write in position titles.	Write in names.

Within Local Community

___ Employers

_____ _____

_____ _____

_____ _____

___ Education agencies/local school districts

_____ _____

_____ _____

_____ _____

___ BIA agency

_____ _____

_____ _____

_____ _____

___ Government services (JTPA, extension, etc.)

_____ _____

_____ _____

_____ _____

State Level

___ Vocational education

_____ _____

_____ _____

_____ _____

___ Training (apprentice board, JTPA, etc.)

_____ _____

_____ _____

_____ _____

Worksheet 2.1—Continued

Needed Linkages	**Potential Linkers**
Check all that apply and write in position titles.	Write in names.
___ Economic development	
_____	_____
_____	_____
_____	_____
___ Governor's office	
_____	_____
_____	_____
_____	_____
___ State Occupational Information Coordinating Committee (SOICC)	
_____	_____
_____	_____
_____	_____
___ State Advisory Council for Vocational Education	
_____	_____
_____	_____
_____	_____
___ State universities and colleges	
_____	_____
_____	_____
_____	_____
___ Indian organizations	
_____	_____
_____	_____
_____	_____

National Level

___ Indian organizations	
_____	_____
_____	_____
_____	_____

Worksheet 2.1—Continued

Needed Linkages	**Potential Linkers**
Check all that apply and write in position titles.	Write in names.
___ U.S. Department of Education (Office of Vocational and Adult Education, National Occupational Information Coordinating Council, etc.)	
_____	_____
_____	_____
_____	_____
___ U.S. Department of Interior (BIA)	
_____	_____
_____	_____
_____	_____
___ U.S. Department of Commerce (Economic Development Assistance, Office of Minority Business Enterprise)	
_____	_____
_____	_____
_____	_____
___ Small Business Administration	
_____	_____
_____	_____
_____	_____
___ U.S. Department of Health and Human Services (Administration for Native Americans, Community Services Administration)	
_____	_____
_____	_____
_____	_____
___ U.S. Department of Labor (Job Training Partnership Act)	
_____	_____
_____	_____
_____	_____

Worksheet 2.1—Continued

Needed Linkages	**Potential Linkers**
Check all that apply and write in position titles.	Write in names.
___ U.S. Department of Housing and Urban Development	
_____	_____
_____	_____
_____	_____
___ U.S. Department of Agriculture	
_____	_____
_____	_____
_____	_____

ACTIVITY 2.2: DEVELOP SPECIFIC GOALS AND OBJECTIVES FOR BUILDING LINKAGES

Worksheet 2.2 provides a method for developing specific goals and objectives for building linkages between vocational education and economic development planning. Refer to the earlier section of this handbook for examples of successful strategies for building linkages to identify some ideas for what may be done within the tribe.

Then, decide on three general areas where the tribe could build linkages between vocational education and economic development planning. Write those three general goals on the worksheet.

Select one of the goals and develop specific objectives for the goal by deciding—*what* will be done, *who* will do it, *how* will it be done, *where* will it be done, *when* will it be done. Write this information on the worksheet.

Then, think through the problems that may be encountered in working toward the objective that was selected. Write in the important barriers that may arise. Also, write in the supports that will be found in working toward your objective.

Go back to the objective now that barriers and supports for it have been identified, and think about the questions that are listed on the worksheet. If the questions can be answered, an objective has been identified for linking vocational education and economic development planning. If the original objective is not satisfactory, rewrite the objective so that it will work for the tribe.

Repeat this process until the specific goals and objectives that will be needed for linking vocational education and economic development planning in the tribe have been established.

WORKSHEET 2.2: DEVELOP SPECIFIC GOALS AND OBJECTIVES FOR BUILDING LINKAGES

I. **Identify goals.**

What three things related to linking vocational education and economic development planning would you most like to see accomplished during the next year?

a.

b.

c.

II. **Write objectives.**

Select one of the goals above and write the objective that is most important to you. Make sure it answers the following questions:

- What is to be done?
- Who is going to do it?
- How will it be done?
- Where will it be done?
- When will it be done?

III. **Identify barriers and supports for objective.**

What are the important barriers that you will encounter in working toward the objective that you have selected?

What supports will you have in working toward your objective?

IV. **Evaluate your objective.**

Now that you have identified barriers and supports for your objective, think about the following questions:

Is attainment of the objective *possible*?

Is attainment of the objective *probable*?

Is the objective stated in behavioral and concrete ways? Is it *observable* and/or *measurable*?

Have you set a *timeline* for achieving the objective?

Do you believe your objective is the *best available* for achieving your goal?

Is this something you *really* want to achieve?

V. **Rewrite your objective.**

After answering the questions in IV, write in your objective.

VI. **Develop additional objectives.**

Repeat II through V for the other goals that you identified in I.

ACTIVITY 2.3: CONTACT TRIBES WITH SUCCESSFUL LINKAGES

Chapter 2 of this handbook provides examples of tribes that have linked vocational education and economic development planning. There are also other tribes that have successfully linked vocational education and economic development planning.

These tribes may be contacted by letter, by telephone, or by personal visit. Meet the people who have worked on the successful linkages at conferences and meetings and discuss with them

the strategies that they have used. Refer to Appendix A for the persons who participated in this study.

The information obtained from tribes with successful linkages will help to provide ideas for preparing strategies for building linkages between vocational education and economic development planning.

ACTIVITY 2.4: MONITOR FUNDING SOURCES

Using the information obtained in completing Worksheet 2.1 (pp. 28-32), identify the potential sources of funds for vocational education and economic development.

Once a listing of potential funding sources has been completed, contact the agencies and individuals involved in deciding the funding.

The following information about the funding sources will be needed to monitor the work of the agencies:

- What are the specific kinds of work the agency funds?
- When is the funding made available? Only once? Every year? Every 3 years?
- How are funds obtained? Is a proposal prepared? What is required in the proposal?

Evaluation Checklist: Module 2

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excel-lent
To identify needed linkages and potential linkers,					
• I checked all the appropriate categories	___	___	___	___	___
• I wrote in the apropriate position titles	___	___	___	___	___
• I wrote in the names of the persons who are potential linkers	___	___	___	___	___
To develop specific goals and objectives for building linkages,					
• I identified three goals	___	___	___	___	___
• I wrote specific objectives	___	___	___	___	___
• I identified barriers and supports for objective	___	___	___	___	___
• I evaluated objective	___	___	___	___	___
• I rewrote objective	___	___	___	___	___
• I developed additional objectives, using the process outlined	___	___	___	___	___
To contact tribes with successful linkages,					
• I am aware of several tribes .hat I can contact for information	___	___	___	___	___
• I can identify three ways for contacting tribes with successful linkages	___	___	___	___	___
To monitor funding sources,					
• I identified potential sources of funds for vocational education and economic development	___	___	___	___	___
• I know the kinds of information needed to monitor funding sources	___	___	___	___	___

MODULE 3

HOW TO ESTABLISH AND MAINTAIN LINKAGES BETWEEN VOCATIONAL EDUCATION AND ECONOMIC DEVELOPMENT PLANNING

This module contains five learning activities designed to assist in reaching the terminal objective: *to establish and maintain linkages between vocational education and economic development planning*. Two worksheets are included in the learning activities. Resources are provided in the Appendices. The nine enabling objectives are as follows:

1. Determine tribal council priorities.
2. Plan for specific goals and objectives.
3. Obtain tribal priorities for OJT and job placement.
4. Obtain surrounding community priorities for OJT and job placement.
5. Encourage self-employment for placements (farming, ranching, products, services)
6. Network with agencies and individuals identified in Module 2. (pp. 28-32)
7. Maintain consistency in linkages (establish and renew formal communication procedures).
8. Encourage informal communication.
9. Share information widely.

ACTIVITY 3.1: DETERMINE TRIBAL COUNCIL PRIORITIES

In order to establish and maintain linkages between vocational education and economic development planning in the tribal community, the priorities of the tribal council need to be taken into consideration.

A system for determining priorities may already be in place. The tribe may use tribal resolutions, memorandums of agreement, surveys of members, tribal council meetings, other meetings, or informal discussions to determine what the members think are the most important areas for the tribe to work on. If such a system is in place, planners and vocational education personnel can use the information already available. They may want to provide input to the people who develop the surveys so that vocational education and economic development questions are included in the surveys. They may make presentations or provide information for council meetings and other meetings. They may meet informally with tribal leaders and tribal members to identify what these persons feel are the top priorities for the tribe.

If no system for determining priorities for the tribe is in place, planners and vocational education personnel can assist in determining tribal members' priorities through the following activities.

- Conducting surveys of tribal members
- Making presentations or providing information for tribal council meetings
- Organizing and conducting meetings for tribal members to express their ideas for tribal priorities
- Meeting informally with tribal leaders and tribal members to assist in determining priorities

ACTIVITY 3.2: PLAN FOR SPECIFIC GOALS AND OBJECTIVES

Worksheet 3.1 provides a method for planning an approach to linking vocational education and economic development planning. Choose one of the objectives that was identified by using Worksheet 2.2 in Module 2 (pp. 33-34). Then identify the resources needed to achieve the objective and write them in on Worksheet 3.1. After identifying the needed resources, think through the steps that need to be taken to meet the objective. Also, think about how long it will take to complete each step. Write the steps and the time when each step will be completed on Worksheet 3.1.

Follow the above process for each of the objectives you identified by using Worksheet 2.2 (pp. 33-34).

WORKSHEET 3.1: PLAN FOR SPECIFIC GOALS AND OBJECTIVES

I. **Objective**

Write in one of the objectives, developed on Worksheet 2.2 (pp. 33-34), for building linkages between vocational education and economic development planning.

II. **Resources Needed**

What resources (knowledge/skills, money, people, etc.) will you need to achieve your objective? How will the resources be used?

	Resources Needed	**Uses for Resources**
Knowledge/skills:		

Worksheet 3.1—Continued

	Resources Needed	Uses for Resources
Money:		
People:		
Other (be specific):		

III. **Action Steps**

List below the necessary steps that you will have to take to meet your objectives and the time lines you will set for the completion of the steps.

Action Step	Time to Complete

Now go back and number the steps in order of priority. Put **1** in front of the step you would do first, **2** in front of the step you would do second, and so on.

IV. Repeat steps I, II, and III for each objective that you identified on Worksheet 2.2 (pp. 33-34).

ACTIVITY 3.3: OBTAIN PRIORITIES FOR OJT AND JOB PLACEMENT

One of the ways in which tribal economic development and vocational education can be linked is to work together to provide on-the-job training (OJT) for vocational education students in tribal positions or with tribal enterprises. Refer to Chapter 2 of this handbook for examples of such linkages that are currently being used by tribes.

Another linkage can be provided by offering job placements with the tribe or with tribal enterprises when the students have completed their vocational education program. Chapter 2 also provides examples of such current linkages.

For tribes that are located near nontribal cities and towns, linkages for OJT and job placements with nontribal enterprises should also be considered.

It will be necessary for tribal vocational education staff and economic planners to work with the tribal council, managers of tribal enterprises, and owners/managers of nontribal enterprises to obtain OJT slots and job placement slots for vocational education students. Questions that need to be answered when working toward obtaining priorities for OJT and job placements are the following:

- What are the benefits to the tribe?
- What are the benefits to the employer?
- What are the benefits to the vocational education students?

ACTIVITY 3.4: ENCOURAGE SELF-EMPLOYMENT FOR PLACEMENTS

Many tribes are located in isolated, rural areas where the opportunities for placement of vocational education trainees are limited. Additionally, tribes are at various stages in the development of tribal enterprises. Some tribes have established enterprises that employ sizable numbers of people. Other tribes are just beginning to move into the development of tribal enterprises.

One way of providing placements for vocational education trainees is to encourage the trainees to work with vocational education staff and economic planners to establish their own small businesses. Tribes that have agricultural resources (land, forests, fisheries) can encourage farming, ranching, production of forest products and services, and production of water-related products and services.

Vocational education staff and economic planners for tribes that do not have agricultural resources can assist in identifying needs for products and services that can be filled by small businesses. These might be in the areas of the development of the tribal infrastructure, retailing of goods and services, and crafts production and sales.

Small businesses can often provide needed products and services to tribal members and to the surrounding community as well. By encouraging the development of small businesses, both the economic development of the tribe and the vocational education program can be enhanced.

ACTIVITY 3.5: NETWORK AND COMMUNICATE

Worksheet 3.2 provides a method for outlining what needs to be done to meet four of the objectives for this module: (1) networking with agencies and individuals identified in Module 2, (2) maintaining consistency in linkages (establish formal communication procedures), (3) encouraging informal communication, and (4) sharing information widely.

The information identified to complete Worksheet 2.1 (p. 28) provides you with the agencies and individuals to list on Worksheet 3.2. The information from tribes included in Chapter 2 of this handbook will provide suggestions for formal and informal procedures for establishing linkages and suggestions for methods for information sharing.

From experience with a specific tribe, judgments can be made about what procedures and methods are available in a specific location. Additionally, procedures and methods that are likely to work well and/or be accepted by the people in the community can be identified. Previous experience should be used in listing the agencies, individuals, formal communication procedures, informal communication procedures, and methods for information sharing on Worksheet 3.2.

When Worksheet 3.2 is completed, information for proceeding with the linking of tribal economic planning and vocational education will be available.

WORKSHEET 3.2: NETWORK AND COMMUNICATE

Identify the agencies, individuals, and procedures that you will need to establish a communication network for linking tribal vocational education and economic development planning.

	Agency	Individuals	Formal Communication Procedures	Informal Communication Procedures	Methods for Information Sharing
1.					
2.					
3.					

Evaluation Checklist: Module 3

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excellent
To determine tribal members' priorities,					
• I determined whether a system for determining priorities is in place in my tribe	___	___	___	___	___
• I identified three ways for determining priorities	___	___	___	___	___
To plan for specific goals and objectives,					
• I identified an objective	___	___	___	___	___
• I identified needed resources	___	___	___	___	___
• I listed action steps	___	___	___	___	___
• I identified time lines for steps	___	___	___	___	___
• I prioritized steps	___	___	___	___	___
• I developed plans for additional objectives, using the process outlined	___	___	___	___	___
To obtain priorities for OJT and job placement,					
• I identified potential linkages for OJT and job placement for my tribe	___	___	___	___	___
• I identified three types of benefits for OJT and job placement	___	___	___	___	___
To encourage self-employment for placements,					
• I identified potential self-employment activities for my tribe	___	___	___	___	___
To support networking and communication,					
• I identified agencies for a communication network	___	___	___	___	___
• I identified individuals for a communication network	___	___	___	___	___

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excellent
• I identified formal procedures for a communication network.....	___	___	___	___	___
• I identified informal procedures for a communication network.....	___	___	___	___	___
• I identified methods for information sharing	___	___	___	___	___

MODULE 4

HOW TO FORECAST FOR NEEDED OCCUPATIONS

This module contains four learning activities designed to assist in reaching the terminal objective: *to forecast for needed occupations*. Three worksheets are included in the learning activities. Resources are provided in the Appendices. The five enabling objectives are as follows:

1. Identify and complete a checklist of community (tribal or nontribal), regional and National trends using available information sources.

2. Perform job analysis for available positions and potential openings by interviewing employers.

3. Task analyze each job for the skills needed for performance by obtaining information from the job supervisors.

4. Compile a list of jobs that will need short- or long-term training using the task analysis done for the previous objective.

5. Develop programs as needed for short- or long-term vocational training.

ACTIVITY 4.1: IDENTIFY AND RECORD COMMUNITY, REGIONAL, AND NATIONAL TRENDS

The first step in determining future occupational shortages and employment needs is to identify available sources of information that would give you community, regional, and National trends. Such sources as the U.S. Bureau of Labor Statistics, BIA projections, State job service, and tribal surveys could be used. From these and other sources available to you, areas of occupational shortages and trends can be identified.

Using Worksheet 4.1, list the sources available to you and identify future occupational shortages and employment needs by checking those trends that appear in the sources.

WORKSHEET 4.1: DETERMINING FUTURE OCCUPATIONAL SHORTAGES AND TRENDS

List the sources of National, regional, and community (tribal and nontribal) employment trends. After examining these sources, check the appropriate spaces applicable to your situation.

SOURCES:	OCCUPATIONAL TRENDS								
National	**Laborers**	**Operating**	**Service**	**Managerial**	**Farm**	**Profes-sional**	**Clerical**	**Sales**	**Crafts**
1.									
2.									
3.									
4.									
5.									
6.									
Regional 1.									
2.									
3.									
4.									
5.									
6.									
Community (Tribal and Non-tribal) 1.									
2.									
3.									
4.									

Worksheet 4.1-Continued

SOURCES: **OCCUPATIONAL TRENDS**

	Laborers	Operating	Service	Managerial	Farm	Profes-sional	Clerical	Sales	Crafts
5.									
6.									

ACTIVITY 4.2: PERFORM JOB ANALYSIS FOR AVAILABLE POSITIONS AND POTENTIAL OPENINGS

The National, regional and community occupational trends have been identified on Worksheet 4.1 above. The second step in forecasting for needed occupations is to interview employers to determine what jobs are currently available, as well as future job openings.

Worksheet 4.2 provides a guide to follow when interviewing. It also builds in the third objective, which is to task analyze each job skills needed to perform the job.

WORKSHEET 4.2: A GUIDE FOR GATHERING JOB, TRAINING, SKILLS INFORMATION

List the potential employers (tribal and nontribal), the contact person to be interviewed, and the information gathered at the interview.

	Available Jobs	Skills Needed	Training Needed	Potential Jobs (1 yr)	Skills Needed	Training Needed
Employer _____ Contact _____						
Employer _____ Contact _____						
Employer _____ Contact _____						

ACTIVITY 4.3: JOBS THAT WILL NEED SHORT-TERM OR LONG-TERM TRAINING

Compile a list of jobs that will need short-term or long-term training using the task analysis you have done on Worksheet 4.2.

The fourth step in forecasting for needed occupations is to make a list of jobs that will need short-term or long-term training using the task analysis done for Activity 4.2.

Considering the information from Activity 4.2, list the jobs available now as well as potential jobs. Activity 4.2 has supplied the skills needed to perform these jobs.

Utilizing this information, identify the length of training time. Then check the appropriate column for short-term or long-term training.

WORKSHEET 4.3: JOBS THAT WILL NEED SHORT-TERM OR LONG-TERM TRAINING

Current Jobs	Training Time	Short-term Training	Long-term Training
Potential Jobs	**Training Time**	**Short-term Training**	**Long-term Training**

ACTIVITY 4.4: DEVELOPING PROGRAMS AS NEEDED FOR SHORT- AND LONG-TERM TRAINING

At this point, it is vital that a meeting between the vocational education director, the tribal planner, and the tribal chairperson or council education committee be held because these are the linkages needed for efficient and meaningful planning. At this meeting, these people would do the following:

- Review trends identified on Worksheet 4.1 (pp. 46-47).
- Examine the list of jobs on Worksheet 4.2 (p. 48).
- Select jobs with immediate openings requiring short-term training, identified on Worksheet 4.3 (p. 49).
- Identify those jobs which demand similar skills using Worksheet 4.2 (p. 48).
- Develop short-term training programs—consider OJT (refer to Chapter 2 of the guide, p. 13).
- Select potential jobs requiring long-term training as shown on Worksheet 4.3 (p. 49).
- Identify those jobs which demand similar skills using Worksheet 4.2 (p. 48).
- Develop long-term training programs based on identified potential jobs and skills needed.

Evaluation Checklist: Module 4

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excellent
To identify community regional and National trends,					
• I identified sources of trends	___	___	___	___	___
• I identified trends	___	___	___	___	___
To perform job analysis for the positions that are available and the positions that are available in the future,					
• I interviewed employers to determine available jobs and potential jobs	___	___	___	___	___
• I listed available and potential jobs	___	___	___	___	___
To task analyze jobs for skills needed for performance,					
• I listed jobs both available and potential	___	___	___	___	___
• I listed skills needed for each job	___	___	___	___	___
• I listed training required	___	___	___	___	___
In making a list of jobs which will need short- or long-term training,					
• I made a list of jobs	___	___	___	___	___
• I identified the length of training time	___	___	___	___	___
• I determined whether short-term training is needed.....	___	___	___	___	___
To develop programs for short- or long-term vocational training,					
• I met with vocational education director, tribal economic planner, and tribal chairman or council education committee.....	___	___	___	___	___

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excel-lent
• I identified needed job training programs ...	___	___	___	___	___
• I developed short-term and long-term programs	___	___	___	___	___

MODULE 5

HOW TO BUILD LINKAGES

This module contains four learning activities designed to assist in reaching the terminal objective: *to build linkages*. One worksheet is included in the learning activities. Resources are provided in the Appendices. The five enabling objectives are as follows:

1. Identify current linkages between the resource people: tribal planner, vocational education director, resource person or persons from the tribal business committee, tribal training personnel, and support service providers.

2. Develop and organize the identified individuals into a workable organization for planning vocational education.

3. List the present projects and development programs, tribal location, target population, influence of surrounding areas, human and natural resources, and land base.

4. Acquire, read, and define the economic development philosophy of the state(s).

5. Acquire, read, and define the vocational education philosophy of the state(s).

ACTIVITY 5.1: IDENTIFY CURRENT LINKAGES BETWEEN RESOURCE PEOPLE

Refer to the list of resource people in Activity 2.1 (p. 27). Using the list it may be possible to identify linkages already in place. To identify these linkages the following questions need to be addressed:

1. Do elected tribal officials participate in vocational education and economic development planning meetings?

2. Does the vocational education director participate in economic development meetings?

3. Does the vocational education director have input in development of the OEDP or the CEDP?

4. Does the vocational education director attend tribal council meetings to report on current or future vocational education projects?

5. Does the vocational education director work with tribal enterprise?

6. Does the economic development planner participate in vocational education meetings?

7. Does the economic development planner have input in vocational education project development?

8. Does the economic development planner attend tribal council meetings?

9. Is there regular contact between tribal enterprise personnel and the vocational education director?

10. Is there regular contact between the tribal enterprise personnel and the economic development planner.

11. Are there tribal boards and or committees that manage vocational education and tribal economic development?

12. Are other tribal training personnel involved in planning vocational education curricula?

13. Do support service providers, such as health, day-care, and reservation schools, have input in vocational education project planning?

A "yes" answer indicates a linkage between resource people.

ACTIVITY 5.2: DEVELOP AND ORGANIZE THE IDENTIFIED INDIVIDUALS INTO A WORKABLE ORGANIZATION FOR PLANNING VOCATIONAL EDUCATION

Identify and write the names of the individuals in each category on the sectional model. Choose which individuals from the sections are needed to serve on the vocational education planning committee. More individuals from some of the sections may be included than others. The final step is the actual organization and establishment of the vocational education planning committee.

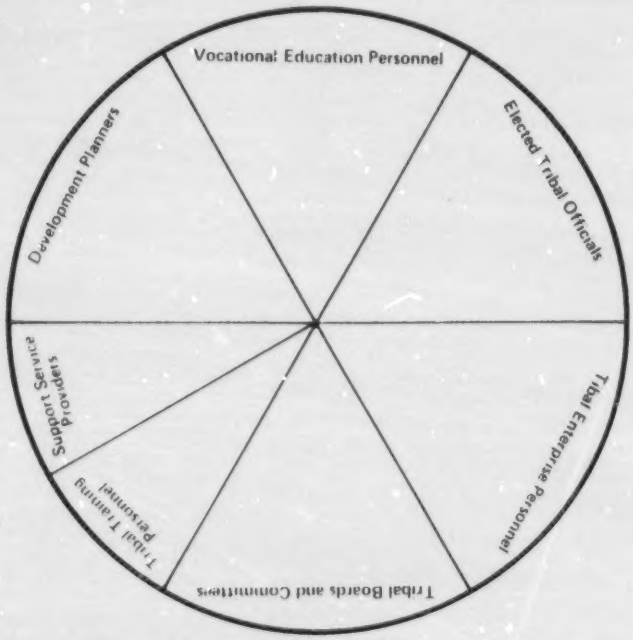

Figure 2. Model for organizing a vocational education planning committee

ACTIVITY 5.3: LIST THE PRESENT PROJECTS AND DEVELOPMENT PROGRAMS, LOCATION, TARGET POPULATIONS, INFLUENCE OF SURROUNDING COMMUNITY, RESOURCES, AND LAND BASE

Worksheet 5.1 provides a mechanism for listing present projects and development programs. In addition to this listing of projects and development programs, make a list identifying tribal location, target populations, influence of surrounding community, human and natural resources, and land base.

WORKSHEET 5.1: LIST AND DESCRIBE ONGOING PROJECTS AND ECONOMIC DEVELOPMENT PROGRAMS

Projects and programs

1.

2.

3.

4.

5.

Describe the factors listed below that affect the plans that may develop. Other factors may be added to this list as identified.

Tribe location:

Target population:

Surrounding community:

Human resources:

Natural resources:

Land base:

ACTIVITY 5.4 - 5.5: ACQUIRE, READ, AND DEFINE THE ECONOMIC DEVELOPMENT PHILOSOPHY AND THE VOCATIONAL EDUCATION PHILOSOPHY OF YOUR STATE(S)

These philosophies may be found by calling the State economic development office and the State vocational education office. While these philosophies may sometimes be developed, at other times they can be found in documents that list goals and objectives of vocational education and economic development. Once these philosophies have been read, paraphrase them. This completes objectives 4 and 5.

Evaluation Checklist: Module 5

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excellent
To identify current linkages and potential linkers,					
• I answered "yes" or "no" to the questions...	___	___	___	___	___
• I identified current linkages between resource people	___	___	___	___	___
To develop and organize identified individuals into a workshop planning organization,					
• I identified by name the individuals in each sector	___	___	___	___	___
• I chose the individual for the vocational educational planning committee	___	___	___	___	___
• I organized a vocational education planning committee	___	___	___	___	___
• I established the vocational planning committee	___	___	___	___	___
In listing the present projects and development programs, tribal location, target population, influence of surrounding areas, human and natural resources, and land base,					
• I listed ongoing projects and economic development programs	___	___	___	___	___
• I described these programs	___	___	___	___	___

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excel-lent
• I described tribal location	___	___	___	___	___
• I described target population	___	___	___	___	___
• I described surrounding area	___	___	___	___	___
• I described human resources	___	___	___	___	___
• I described natural resources	___	___	___	___	___
• I described the land base	___	___	___	___	___
In acquiring, reading, and defining the economic development philosophy of my State,					
• I acquired the documents containing the philosophy	___	___	___	___	___
• I read the philosophy	___	___	___	___	___
• I paraphrased the philosophy	___	___	___	___	___
In acquiring, reading, and defining the vocational education philosophy of my State,					
• I acquired the documents containing the philosophy	___	___	___	___	___
• I read the philosophy	___	___	___	___	___
• I paraphrased the philosophy	___	___	___	___	___

MODULE 6

HOW TO EVALUATE THE SUCCESS OF LINKAGES AND KEEP LINKAGES UP-TO-DATE

This module contains six learning activities designed to assist in reaching the terminal objective: *to evaluate the success of linkages and keep linkages up-to-date*. Three worksheets are included in the learning activities. Resources are provided in the Appendices. Six enabling objectives are as follows:

1. Understand Federal criteria for Indian vocational education programs.
2. Identify local criteria for successful linkages between vocational education and economic development planning.
3. Develop local evaluation strategy and instrumentation.
4. Set specific time periods for local evaluation.
5. Evaluate status of local specific goals and objectives.
6. Incorporate local evaluation results into vocational education plans and economic development plans at regular updating intervals.

ACTIVITY 6.1: UNDERSTAND FEDERAL CRITERIA FOR INDIAN VOCATIONAL EDUCATION PROGRAMS

The following two pages provide the Rules and Regulations from the *Federal Register* (October 3, 1977) under which the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, operates the Indian vocational education program.

The areas in which information about the linkages between vocational education and economic development planning would be pertinent have been boxed and/or underlined. These areas (such as evaluation of previous projects, program improvement, need, advisory groups, and assurances of support) should be kept in mind when proposals are being prepared for Indian vocational education programs.

The U.S. Senate and House of Representatives are in the process of developing new vocational education amendments to replace the amendments on which the 1977 Rules and Regulations are based. When that work is completed, and new vocational education amendments become U.S. law, new Rules and Regulations will be issued. As pointed out in Module 2, Activity 2.4 (p. 35), it is necessary to monitor this activity in order to stay current with the Federal requirements for Indian vocational education.

mentation; and (v) Statistical and analytical procedures.

(e) *Management plan.* (Maximum 8 points.) The management plan adequately describes the way in which personnel and resources will be used to accomplish each component of the plan developed in criterion (c).

(f) *Evaluation plan.* (Maximum 8 ponts.) The plan includes valid and reliable instruments and procedures for assessing and documenting the impact of project results and end products or outcomes in terms of the achievement of project goals and objectives.

(g) *Results, end products, outcomes, and dissemination.* (Maximum 10 points.) The application clearly describes:

(1) What will be delivered to the government; (2) The format in which the results, products, or outcomes will be delivered to the government;

(3) The way in which results, products, or outcomes will be developed or provided for dissemination purposes to specified user populations; and

(4) The procedures to be used in disseminating the results, end products, or outcomes at the local, State, and/or national levels.

(h) *Staff competencies and experience.* (Maximum 7 points.) The application clearly describes:

(1) The names and qualifications (including project management qualifications) of the project director, key professional staff, advisory groups, and consultants;

(2) Time commitments planned for the project by the project director, key staff, advisory groups, and consultants;

(3) Evidence of past and successful experience of the proposed project director and key staff members in similar or related projects;

(4) Use of professional staff members from minorities or women; and

(5) The competencies that are required for the proposed project.

(i) *Budget and cost effectiveness.* (Maximum 7 points.) The application provides a justifiable and itemized statement of cost which is substantiated by line items in the proposed budget and appears to be cost effective with respect to proposed results, products, or outcomes.

(j) *Institutional capability and commitment.* (Maximum 4 points.) The application provides adequate evidence of:

(1) Institutional or individual's experience and commitment to the proposed work;

(2) Appropriate facilities and equipment; and

(3) Assurance of support from cooperating agencies, local educational agencies, postsecondary institutions, business, industry, and labor, where applicable for successful implementation of the project.

(k) *Sex bias and stereotyping.* (Maximum 8 points.) The application provides appropriate plans to eliminate sex bias and stereotyping in the proposed results, end products, and outcomes, and the proposed dissemination plans.

(Implements Sec. 171; 20 U.S.C. 2401.)

§ 105.111 Additional application review factors.

In addition to the criteria listed in § 105.110, the Commissioner may utilize factors such as the following in making decisions regarding whether to fund applications: (a) Duplication of effort; (b) Duplication of funding; and (c) Evidence that an applicant has not performed satisfactorily on previous projects.

(Implements Sec. 171; 20 U.S.C. 2401.)

Subpart 2—Indian Tribes

Contract Program for Indian Tribes and Indian Organizations

§ 105.201 Purpose.

The purpose of the program for Indian tribes and Indian organizations is for the Commissioner, at the request of an Indian tribe, to make a contract or contracts directly with Indian tribal organizations, with funds available under section 103(a)(1) of the Act, to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the Act, particularly section 103(a)(1)(B)(iii) of the Act.

(Sec. 103(a)(1); 20 U.S.C. 2303.)

§ 105.202 Applicability of the Indian Self-Determination Act of 1975.

(a) Any contract entered into under this subpart is subject to the provisions of sections 4, 5, 6, 7(b) and 102 of the "Indian Self-Determination and Education Assistance Act of 1975," Pub. L. 93-638.

(b) Regulations implementing the above sections of the Indian Self-Determination and Education Assistance Act, Title 25 of the Code of Federal Regulations, §§ 271.44, 271.46, 271.47, and 271.50 are applicable to the extent that they are relevant and practicable.

(c) Whenever the term "Secretary of the Interior" is used in the Indian Self-Determination and Education Assistance Act, the term means, for the purposes of this subpart, "Commissioner of Education."

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450a, et seq.)

§ 105.203 Definitions.

(a) "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaskan native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians.

(b) "Tribal organization" means the recognized governing body of any Indian tribe or any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by the organization and which includes the maximum participation of Indians in all phases of its activities.

(25 U.S.C. 450b.)

§ 105.204 Assistance contracts.

Awards will be made competitively through assistance contracts governed by Subchapter A of Title 45, Code of Federal Regulations (entitled "General Provisions for Office of Education Programs"), except to the extent that appropriate sections of the Indian Self-Determination and Education Assistance Act of 1975 apply or to the extent that more specific regulations in this subpart apply. The criteria in 45 CFR 100a.26(b) do not apply to this program.

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450e(b).)

§ 105.205 Eligible applicants.

An Indian tribal organization of an Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or under the Act of April 16, 1934, is eligible for assistance contracts.

(Sec. 103(a)(1)(B)(iii)); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.206 Applications for assistance contracts.

An application from an eligible tribal organization must be submitted to the Commissioner by the Indian tribe and must contain the information that the Commissioner requires. An application which serves more than one Indian tribe shall be approved by each tribe to be served in the application.

(Sec. 103(a)(1)(B)(iii); Pub. L. 93-638; 20 U.S.C. 2303; 25 U.S.C. 450b(c).)

§ 105.207 Review for duplication of effort.

An applicant shall submit a copy of the application directly to the Commissioner of the Bureau of Indian Affairs and the State board at the same time it submits an application to the Office of Education in order to avoid duplication of funding.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

§ 105.208 No cost sharing.

No cost sharing by the applicant is required.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

§ 105.209 Duration of awards.

(a) The total project period of an award may not exceed three years. The Commissoner may make multi-year awards if the nature of the project warrants multi-year funding. Continuation funding is contingent upon satisfactory performance. Application for multi-year awards shall have a detailed budget for the current year and total budget figures for the subsequent years.

(b) A request for continuation of a project beyond the project period will

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be considered a new application and will be reviewed competitively with all other applications. In order for the Commissioner to make this determination, an applicant who has had a prior contract under this program shall include an evaluation of the previous project.

(Implements Sec. 103(a)(1)(B)(iii); 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.210 Final reports.

The contractor shall submit final financial status and performance reports as the Commissioner shall request.

(45 CFR 100a.403; 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.211 Technical review criteria.

The following criteria will be utilized in reviewing applications. These criteria are consistent with 45 CFR 100a.26(b), Review of Applications, in the General Provisions for Office of Education Programs. A segment or segments of an application should address each criterion. Each criterion is weighted and includes the maximum score that can be given to an application in relation to the criterion. The maximum aggregate score for the criteria is 100 points, and the maximum weight for each criterion is listed below in parentheses. Points will be awarded to the extent that evidence in the application satisfies each criterion. The review of these criteria shall constitute the basis for the Commissioner to enter or decline to enter into a contract with an eligible applicant. If the review of any application results in no recommendation to fund (where funds are available), this will mean that it is not satisfactory, as that term is used in the Indian Self-Determination Act (section 102). Applications must receive a minimum of 30 points to be considered for funding.

(25 U.S.C. 450f.)

(a) *Program improvement.* (Maximum 15 points.) The application focuses on the improvement of occupational training opportunties for Indians and delineates the way in which the proposed program will contribute to improved programs for the specific target group.

(b) *Need.* (Maximum 10 points.) The need section clearly: (1) Describes the need for the proposed activity; (2) Provides specific evidence of the need; (3) Indicates specifically how the need will be met; and (4) Describes, where appropriate, ongoing and planned activities in the community relative to the need.

(c) *Objectives.* (Maximum 10 points.) The objectives: (1) Relate to the need; (2) Are significant for vocational education; (3) Clearly describe proposed program outcomes;

(4) Are capable of being attained; and

(5) Are measurable.

(d) *Plan.* (Maximum 15 points) The plan clearly describes the way in which the objectives will be accomplished by: (1) The overall design for the proposed program; and

(2) The use of specific procedures to implement activities designed to accomplish each objective of each segment of the proposed program;

(3) A description of: (i) Specific activities to be conducted in the proposed program;

(ii) Instruments to be used in the proposed program;

(iii) Instructional material to be used in the proposed program, if appropriate; and

(iv) Population to be served in the proposed program; and

(4) Statistical and analytical procedures, if appropriate.

(e) *Management plan.* (Maximum 10 points) The management plan adequately describes the way in which personnel and resources will be utilized to accomplish each objective, the overall design, and each major procedure.

(f) *Evaluation plan.* (Maximum 10 points.) The plan includes valid and reliable instruments and procedures for assessing and documenting the impact of project results in terms of the achievement of project goals and objectives.

(g) *Applicant's staff competencies and experience.* (Maximum 10 points.) Points will be awarded on the extent to which the application clearly describes: (1) The competencies that are required for the proposed project;

(2) The names and qualifications (including project management qualifications) of the project director, key professional staff, advisory groups, and any consultants;

(3) Time commitments planned for the project by the project director, key staff, advisory groups, and any consultants;

(4) Evidence of past and successful experience of the proposed project director and key staff members in similar or related projects;

(5) Evidence of commitment to section 7(b) of the Indian Self-Determination and Education Assistance Act.

(h) *Budget and cost effectiveness.* (Maximum 10 points.) Points will be awarded on the extent to which the application provides a justifiable and itemized statement of cost which contains line items in the proposed budget and appears to be cost effective with respect to proposed results.

(i) *Institutional capability and commitment.* (Maximum 10 points.) The application provides adequate evidence of: (1) Institutional experience and commitment to the proposed work;

(2) Appropriate facilities and equipment; and

(3) Documented assurances of support from cooperating local educational agencies, postsecondary institutions, business, industry, or labor, if support from any of these groups is necessary for successful implementation of the project.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.212 Additional factors for declining to contract.

In addition to the weighted technical review criteria listed in § 105.211, the Commissioner may use any of the factors listed below in making a decision whether to decline to enter into a contract with an eligible applicant.

(a) The program duplicates an effort already being made;

(b) Funding the program would create an inequitable distribution among tribes; or

(c) The applicant has not performed satisfactorily under a previous Office of Education award.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.213 Hearing by the Commissioner after declining to enter into a contract.

After receiving notice from the Commissioner that the Office of Education will not award a contract to an eligible applicant, the tribal organization or the tribe shall have 30 calendar days to request a hearing, in writing, to review the Commissioner's decision.

(25 U.S.C. 450f.)

§ 105.214 Remaining funds.

From any remaining funds reserved for this subpart, the Commissioner is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians as described in section 103(a)(B)(i) of the Act. The Secretary of the Interior is authorized to receive funds for that purpose.

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

Subpart 3—Training and Development Programs for Vocational Education Personnel

Leadership Development Award Program

§ 105.301 Purpose.

The purpose of the leadership development award program is to provide opportunities for experienced vocational educators to spend full time in advanced study of vocational education.

(Sec. 172(a)(1); 20 U.S.C. 2402.)

§ 105.302 Leadership development awards.

(a) *Awards.* The Commissioner will make leadership development awards to qualified vocational education personnel (such as administrators, supervisors, teacher educators, researchers, guidance and counseling personnel, and instructors in vocational education) for graduate training in an approved vocational education leadership development program of an approved institution of higher education.

(Sec. 172(b)(1), (3); 20 U.S.C. 2402.)

(b) *Award period.* Leadership development awards will be made for a period not to exceed 36 months.

(Sec. 172(b)(2)(A); 20 U.S.C. 2402.)

§ 105.303 Equitable geographical distribution.

In order to meet the needs for qualified vocational educational personnel in all the States, the Commissioner, without using any pre-determined formula for allocation among the States, but after

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ACTIVITY 6.2: IDENTIFY LOCAL CRITERIA FOR SUCCESSFUL LINKAGES BETWEEN VOCATIONAL EDUCATION AND ECONOMIC DEVELOPMENT PLANNING

Worksheet 6.1 provides space to record what the purposes should be in evaluating the linkages effort. Check the categories that are related to the purposes of linking vocational education and economic development planning.

After the purposes for evaluating linkage efforts have been determined, review the objectives identified in Module 2 (pp. 27-35) and the plans developed in Module 3 (pp. 37-42). Identify the desirable outcomes that would result from the objectives, and record the outcomes on Worksheet 6.1. Then, identify possible questions that would indicate whether those outcomes have been achieved. Write the questions in the spaces provided on Worksheet 6.1.

WORKSHEET 6.1: DECIDING EVALUATION PURPOSES AND DETERMINING EVALUATION QUESTIONS

I. **Decide purposes**

To evaluate your efforts to link vocational education and economic development planning in your community, think about the kinds of information you need.

Do you need information for—	Check one Yes	No
• planning the linkage efforts?	___	___
• making decisions about the linkage efforts?	___	___
• professional development efforts related to linkages?	___	___
• improvement of the linkage efforts?	___	___
• accountability (results in relation to costs and desired outcomes)?	___	___

Keep these purposes in mind as you continue with the next step.

II. **Determine evaluation questions**

The traditional evaluation question is: to what extent is your effort attaining the desired outcome? In the space below, list the outcomes that would result from the objectives you identified for your linkage effort. Think about the questions implied by the outcomes. Write at least one question for each outcome in the space provided.

Desirable outcomes for your linkage efforts	Possible questions for evaluation
a.	

Worksheet 6.1—Continued

Desirable outcomes for your linkage efforts	Possible questions for evaluation
b.	
c.	
d.	
e.	

The questions you have listed will help you develop your evaluation strategy and instrumentation in Activity 6.3.

ACTIVITY 6.3: DEVELOP LOCAL EVALUATION STRATEGY AND INSTRUMENTATION

Worksheet 6.2 provides a process for selecting methods to conduct your evaluation, determining the qualifications for evaluation staff, identifing evaluation team members, and identifing sources of evaluation information.

Write in the evaluation questions developed on Worksheet 6.1 (p. 62). Then check the methods that would be most appropriate to obtain the information needed to answer the questions.

Second, complete the checklist of qualifications for evaluation staff. Third, determine the types of persons who would be needed for an evaluation team by checking the groups that are appropriate for the specific situation. Then list the names of the people who would be representative of the types that have been chosen.

To complete Worksheet 6.2, check the sources of evaluation information that will be needed in order to evaluate the efforts in linking vocational education and economic development planning.

WORKSHEET 6.2: DEVELOP EVALUATION STRATEGY

I. **Select methods to conduct the evaluation**

Write in your evaluation questions from Worksheet 6.1 (p. 62) and check the methods most appropriate for each question.

Evaluation Questions	**Most Appropriate Methods**
a.	___ Review of records ___ Questionnaire(s) ___ Observations ___ Interviews ___ Checklists ___ Other: _____
b.	___ Review of records ___ Questionnaire(s) ___ Observations ___ Interviews ___ Checklists ___ Other: _____
c.	___ Review of records ___ Questionnaire(s) ___ Observations ___ Interviews ___ Checklists ___ Other: _____
d.	___ Review of records ___ Questionnaire(s) ___ Observations ___ Interviews ___ Checklists ___ Other: _____
e.	___ Review of records ___ Questionnaire(s) ___ Observations ___ Interviews ___ Checklists ___ Other: _____

Keep the methods you selected in mind as you identify staff in the next section.

Worksheet 6.2—Continued

II. **Determine qualifications for evaluation staff**

Does the person you are considering as a consultant or as a member of an evaluation team have—

	Check one		
	Yes	No	Don't Know
1. knowledge about evaluation (research problems, literature, and strategies)?	___	___	___
2. knowledge about evaluation methods that have been used in linkage efforts?	___	___	___
3. ability to develop evaluation questions that can be measured?	___	___	___
4. ability to organize and conduct evaluations in a tribal setting?	___	___	___
5. ability to report evaluation results and to make recommendations in a timely manner?	___	___	___
6. knowledge of instrumentation and statistics?	___	___	___
7. knowledge about the operation, political factors, and constraints of linkage efforts?	___	___	___
8. freedom from vested interests in the results of the evaluation?	___	___	___
9. trust and respect of the linkage effort staff?	___	___	___

Since no one person or group of persons are likely to have all of the qualifications, select persons who have the most qualifications. Choose teams of persons who represent most of the qualifications.

Worksheet 6.2—Continued

III. **Identify evaluation team members**

Check the types of persons needed on your team, then list persons (by name) you are considering for the team.

	Name/Telephone Number
___ Elected tribal representatives	_____
	_____
	_____
___ Vocational education staff	_____
	_____
	_____
___ Students	_____
	_____
	_____
___ Planning staff	_____
	_____
	_____
___ Agency representatives	_____
	_____
	_____
___ Employers	_____
	_____
	_____
___ Consultants	_____
	_____
	_____

It will be necessary to allow time at the beginning of the evaluation effort to orient the evaluation team. Consultants need to become familiar with the linkage effort. All persons involved in evaluation need to understand the purpose for doing the evaluation and how the results will be used.

Worksheet 6.2—Continued

IV. **Identify sources of evaluation information**

To determine the success of your linkage effort, you will need to collect information from a wide variety of sources.

Will you need information from—	Check Yes	No	Maybe
• tribal representatives	___	___	___
• tribal department heads	___	___	___
• vocational education administrators	___	___	___
• vocational instructors	___	___	___
• vocational students	___	___	___
• economic development planning administrators	___	___	___
• economic development planning staff	___	___	___
• tribal enterprise managers	___	___	___
• other employers	___	___	___
• others (specify) _____	___	___	___

ACTIVITY 6.4: SET SPECIFIC TIME PERIODS FOR LOCAL EVALUATION

It is necessary to determine how often efforts to link vocational education and economic development planning need to be evaluated. Additionally, it is necessary to set the time periods for evaluation to fit in with the schedules of other efforts. For example, if the results of the evaluation are needed for inclusion in proposals for vocational education or for economic development, the evaluation should be scheduled so that the results will be available when they are needed.

Evaluation of the linkage efforts may be on a 6-month basis at the beginning of the effort. Annual evaluations may be the most useful. It may be that a longer period of time between evaluations would be most useful. However, it is important to set a schedule and stick to it.

It may be possible to incorporate the evaluation of the efforts to link vocational education and economic development planning with other ongoing evaluation efforts in the community. For example, the linkage effort evaluation could be incorporated into the evaluation of the vocational education program. Another possibility would be to incorporate the linkage effort evaluation into the evaluation of economic development efforts.

Whether or not the evaluation of the linkage efforts is a stand-alone process or combined with other evaluation processes, the evaluation needs to be scheduled for specific times.

ACTIVITY 6.5: EVALUATE STATUS OF LOCAL SPECIFIC GOALS AND OBJECTIVES

After the steps outlined earlier in this module (determining the purposes for evaluating the linkages between vocational education and economic development planning, determining the evaluation questions, selecting methods, identifying staff, and identifying sources of information) have been completed, it will be necessary to collect the evaluation information, analyze the information, and prepare a report so that the results can be shared with appropriate audiences.

Worksheet 6.3 provides a format for thinking about how to prepare your evaluation report. Start with the evaluation questions. List the findings (information that was found to answer the question). Conclusions can be drawn from the findings (what has been done or should be done). The final step is to make recommendations (who should do it and how should they do it).

ACTIVITY 6.6: USE LOCAL EVALUATION RESULTS

The purposes for evaluating linkage efforts between vocational education and economic development planning were determined in Activity 6.2 (p. 62). There is very little point in planning and conducting an evaluation if a report is prepared and then it sits on a shelf.

The evaluation results can be put to good use in deciding what should be included in vocational education plans and proposals, as well as in deciding what should be included in economic development plans.

Since both vocational education and economic development plans are updated at regular intervals, evaluation results can be utilized in the updating process.

Additionally, the results of the evaluation may be helpful to other audiences. The tribal council may be able to use the information in planning and carrying out a variety of projects. Tribal members may be interested in knowing what is being done to increase their opportunities for education and employment. Employers and potential employers will be interested in knowing what has been accomplished.

To conclude, while evaluations may be conducted to meet requirements of funding agencies, evaluations also have the potential for providing information for planning and carrying out efforts that can assist the Indian effort toward self-determination. Good luck!

WORKSHEET 6.3: PREPARING THE REPORT

Evaluation Questions	Findings	Conclusions	Recommendations
(What is the evaluation question?)	(What information was found to answer the questions?)	(What has been or should be done?)	(Who should do it and how should they do it?)

Evaluation Checklist: Module 6

Directions: Indicate the level of your performance by placing an X on the appropriate line under the LEVEL OF PERFORMANCE heading.

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excellent
To understand Federal criteria for Indian vocational education programs,					
• I determined three areas where linkage information would be appropriate in vocational education	___	___	___	___	___
To identify local criteria for successful linkages,					
• I identified evaluation purposes	___	___	___	___	___
• I identified desirable outcomes for linkage efforts	___	___	___	___	___
• I identified evaluation questions related to desirable outcomes	___	___	___	___	___
To develop evaluation strategy,					
• I selected appropriate evaluation methods for each evaluation question	___	___	___	___	___
• I identified qualifications for evaluation staff	___	___	___	___	___
• I identified evaluation team members	___	___	___	___	___
• I identified sources of evaluation information	___	___	___	___	___
To set specific time periods for evaluation,					
• I determined the specific time period for evaluation	___	___	___	___	___
To evaluate the status of specific goals and objectives,					
• I identified the information needed in preparing the evaluation report	___	___	___	___	___
• I determined two uses for evaluation results	___	___	___	___	___

	LEVEL OF PERFORMANCE				
	None	Poor	Fair	Good	Excel-lent
• I identified three audiences for evaluation results	___	___	___	___	___

APPENDIX A

Tribal Contact Persons

Tribal Chairman	Vocational Education Project Director	Tribal Planner
The Papago Tribe of Arizona		
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APPENDIX B

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